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ABSTRACT

This booklet describes how the effectiveness of a one-on-one internal labor union organizing effort can be improved by incorporating an organizing survey within the one-on-one canvassing process. It also explains how collective bargaining strategies can benefit from the inclusion of a survey of the bargaining unit. To explore these applications of opinion surveys, the booklet explains how surveys differ from but often complement other sources of information gathered by union officials. It also explains why certain scientific requirements must be handled separately from other organizing or bargaining activities, if that advantage is to be maintained. Taking a step-by-step approach, the booklet explains how to conduct an organizing survey within an overall one-on-one canvassing effort. The text in each section discusses organizing surveys and how to conduct them. Section topics include: (1) clarifying the questions the survey needs to answer; (2) questionnaire design; (3) sampling plan; (4) data collection; and (5) data analysis and reporting of survey results. The secondary discussion of collective bargaining surveys takes place at the end of each section, where any important differences in approach are explained. Examples of three types of questionnaires are provided in the appendixes. (KC)

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Table of Contents

I. Introduction

II. Clarifying the Questions the Survey Needs to Answer

III. Questionnaire Design

IV. Sampling Plan

V. Data Collection

VI. Data Analysis and Reporting of Survey Results

Appendices

A. An Example of a Questionnaire Focused on Specific Collective Bargaining Issues

B. An Example of a More General Collective Bargaining Questionnaire

C. Examples of Questions Which Might Be Used in an Internal Organizing Questionnaire

List of Other Sources of Information about Organizing Surveys

I. INTRODUCTION

The main purpose of this booklet is to describe how the effectiveness of a One-on-One internal organizing effort can be improved by incorporating an organizing survey within the One-on-One canvassing process. A secondary purpose is to explain how collective bargaining strategies can benefit from the inclusion of a survey of the bargaining unit.

To explore these applications of opinion surveys, the booklet explains how surveys differ from--but often complement--other sources of information gathered by union officials in these situations. It also explains why certain "scientific" aspects of surveys give them an important advantage, and why these scientific requirements must be handled separately from other organizing or bargaining activities, if that advantage is to be maintained.

Taking a step-by-step approach, the booklet explains how to conduct an organizing survey (and secondarily, a collective bargaining survey) within an overall One-on-One canvassing effort. Since every organizing or bargaining situation is unique, these steps are covered in a general way, so that those coordinating a One-on-One effort can adapt the guidelines to the special requirements of their own situation.

Since the booklet focuses primarily on One-on-One organizing, the text in each section discusses organizing surveys and how to conduct them. The secondary discussion of collective bargaining surveys takes place at the end of each section, where any important differences in approach are explained. This section, for example, introduces the overall purpose and approach of an organizing survey, and concludes with a brief discussion of how collective bargaining surveys differ. The important thing to remember, throughout the booklet, is that both types of surveys will be discussed as using a One-on-One canvassing effort to collect the data.

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Before explaining the steps involved in a One-on-One internal organizing survey, it is useful to explore some of the basic characteristics of any organizing survey:

What is an organizing survey, and what advantages do organizing surveys achieve by taking a "scientific" approach to understanding an organizing situation?

An organizing survey is a scientific method of describing employee attitudes toward union representation and the factors which influence willingness to vote pro-union in an election.

Organizing surveys take a scientific approach to producing an accurate picture of employee attitudes in several respects. For example, because a good survey asks people their opinions in a very objective way and can promise them their answers are anonymous, employees are more likely to provide honest answers. They don't have to worry about whether their opinions are unpopular, or will offend anyone, or whether anyone will take action against them or tell others what they have said. In an organizing situation such assurances can be essential if the organizing potential is to be accurately gauged.

Another way surveys take a scientific approach is in how they sample employee opinions. Sampling methods ensure that equal weight is given to each person's opinions, so that more talkative people, more opinionated people, or majority group members don't overpower the opinions of other types of people. This "one person/one vote" approach to describing group opinion is not only a better way to predict overall election results; it also lets organizers consider the special perspectives of employee subgroups, so the organizing effort can tailor its messages to different types of employees.

Overall, the most important scientific consideration in a good survey is its primary intention of taking an objective measurement of employee attitudes about their jobs, their employer, and the prospect of union representation. The survey merely sets out to take a "psychological snapshot" of employee thinking on these matters, and it does not attempt to influence employee attitudes at all. Tempting though it might be to mix the persuasion objectives of the overall organizing effort with the measurement objectives of the survey, in the long run organizers will have much more useful information to help them develop highly persuasive messages, if the organizing survey is carefully restricted to describing (but not influencing) employee opinion.

Realistically, how much can I expect a survey to improve my organizing outlook, and how much attention should I pay to the results?

Surveys are neither powerless nor all powerful tools in the hands of an organizing committee. A good survey will contribute to a better understanding of employee attitudes related to your organizing effort, but it will never drive your decisions, substitute for organizer experience, or solve every organizing problem.

Used properly, survey results will be added to the mix of other information the committee can use to guide its decisions (e.g., organizers' past experience, larger union organizing goals and priorities, current contacts with eligible employees, financial information on the employer, or limited resources for the organizing effort). In this sense, it is important to emphasize that organizers can choose to address only those survey results which are compatible with existing resources, practical considerations and union priorities.

In general, expect a good survey to help you spot unanticipated problems or advantages, narrow your choice of persuasive appeals to the most promising ones, and target your messages to the people most receptive to hearing them.

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Given this quick overview of organizing surveys in general, the rest of this booklet provides a general approach to incorporating such a survey within a One-on-One internal organizing effort.

To see how this can be accomplished, it is helpful to break down separately both the organizing survey process, and the One-on-One organizing process, and then reassemble them as an integrated whole.

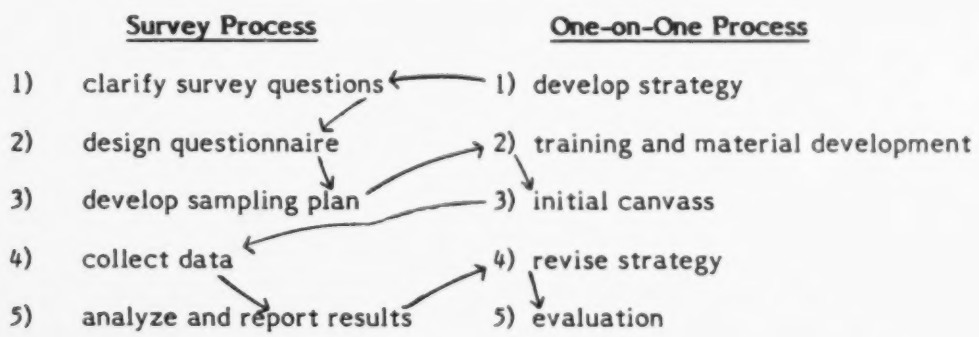
The organizing survey process has five basic steps outlined in this booklet's table of contents:

1) clarifying the questions the survey needs to answer
2) designing the questionnaire
3) developing a sampling plan
4) collecting data
5) analyzing and reporting data

The One-on-One process, on the other hand, involves these steps:

1) a strategy is developed (issues, targets)
2) canvass organizers are trained and material prepared
3) initial canvassing contact
4) canvasser meeting and progress reports; revised strategy
5) canvasser evaluation meeting

To combine the organizing survey and the One-on-One processes, as the rest of this booklet will explain in detail, means showing how the two processes interact when implemented side by side:



By tracing the arrows which weave back and forth between the two parallel activities, you can see how closely interwined (and yet separate) the two processes must be when an organizing survey is combined with One-on-One canvassing. This diagram will be explained step by step in later sections of the booklet, but even early on, it is helpful to notice some overall patterns.

For one, it is apparent the survey design process must begin at the earliest stage of developing the One-on-One process; it is the initial strategy that leads to the formation of survey questions. Also, notice how the collection of the survey data depends on, and must be carefully timed to synchronize with the canvassing schedule -- for example, in the development of both the survey questionnaire and sampling plan before canvasser materials are developed and canvassers trained to work with them. Finally, in the later steps of both the survey and One-on-One processes, notice how survey results must be analyzed and reported prior to step 4) of the One-on-One process when the coordinator wants to revise the initial strategy before additional canvassing begins.

Generally, then, the One-on-One survey will weave in and out of the overall One-on-One process, interacting with other sources of feedback (e.g., initial canvass feedback) to provide relevant and timely information to coordinators as they move on to the latter steps of the canvassing effort.

A Note about Conducting a Collective Bargaining Survey as Part of a One-on-One Canvassing Effort:

Internal organizing and collective bargaining surveys are certainly different types of surveys--the former concentrates on inducing eligible employees in a unit to join, while the latter focuses on what members want addressed in future contract negotiations. They are both studied in this booklet for two reasons. First, both types of surveys are integrally linked to a One-on-One project. Second, in an open shop a higher-level union strategy might well link the two surveys, for a combined goal of retaining current members and recruiting new ones--a strategy explored in Section II.

There are many other types of surveys that unions conduct, and references at the end of the booklet will include examples of a wide range of polling objectives and approaches (e.g., membership profiles, legislative polls, political polls, public opinion polls, health and safety surveys). While the scientific principles explained and applied throughout this booklet apply to all such kinds of surveys, this booklet focuses on the particulars of internal organizing and collective bargaining surveys within a One-on-One context.

II. CLARIFYING THE QUESTIONS THE SURVEY NEEDS TO ANSWER

If the survey is to provide relevant information, it must be designed with the close involvement of the One-on-One coordinator and other union representatives involved with the internal organizing campaign. The ultimate and very practical purpose of the survey is to help coordinators identify the most effective campaign appeals and the types of employees most receptive to hearing them.

Or, as the introduction explained, the interaction of the One-on-One process with the survey process begins when the One-on-One internal organizing strategy is being developed:

Survey Process		One-on-One Process
1) clarify research questions	←	1) develop strategy

Those developing the One-on-One organizing strategy must be as clear as they can about the specific questions they need the survey to answer.

Some One-on-One efforts will be specifically focused on one overriding issue, while others might take a broader, multi-issue approach, but in either case there are a host of topics to consider in designing a survey intended to help increase the efficiency of the organizing effort. Even with a one-issue strategy, there is more to consider beyond the employee's position on an issue (e.g., attitudes about union membership in general or about the performance of this union in particular; concerns about strained relationships with supervisors or coworkers; other perceived "costs" of membership).

Figure 1 tries to portray some of the factors that may influence an employee's willingness to join a union. Coordinators can use this "menu" to help them identify factors which may be important in their own canvassing efforts.

Another menu is offered in **Table 1** which lists a range of workplace issues which might be treated in a One-on-One canvassing survey, to help identify the most promising approach the organizing effort can take.

Before a coordinator examines these lists, however, it is important to keep a few basic principles of survey research design in mind:

1) A survey should be well-focused on a small number of topics. The more narrowly research questions can be defined, the more likely the survey will bring back accurate and useful findings.

2) Think about subgroups of employees (e.g., in terms of their job classification, plant, sex, race, age) who might have special concerns or a unique perspective on a problem or issue, and plan to study their attitudes in comparison with those of other employees as you collect and analyze the survey data. In this way, the survey can help coordinators learn how to approach these employees with a message tailored to their particular situation and concerns.

3) Anticipate with hypothetical statistics the kinds of survey results that would be helpful in guiding the One-on-One canvassing (e.g., "40% of the clerical workers in the unit are concerned about the introduction of VDT's and 60% say they're interested in learning more about the kind of protective equipment/practices needed to ensure personal safety"). Whatever the issue, this exercise can really help you decide the most relevant questions you want to ask and the kinds of people you need to include in your sample. It also helps you identify the types of data you will want to analyze and interpret in your final report on the survey results. Most of all, it drives home the sobering reality of survey research design: what you get is what you ask and nothing more!

Finally, this is the stage of the survey where you will need to plan for the optimal timing of data collection and analysis activities. Schedule the remaining steps in the One-on-One canvassing and remember that any change in schedule will affect your survey schedule as well. For example, each of the One-on-One steps listed below means clear deadlines for the survey process:

Training and Material--Development	When this step begins, canvassers will have to be given copies of the questionnaire with their canvass materials and instructed on how to leave them with the employees they contact.
Initial Canvass--	Since employees contacted by canvassers will be able to drop off their privately completed questionnaires at any time, arrangements need to be made for a confidential drop site or other anonymous data collection procedure.
Strategy Revision--	Obviously, data must be tabulated and reported to the coordinator before this step, if the survey is to help in strategy adjustments.

Clearly, timing will be critical and advance planning is essential. Generally, while you don't want to slow down the One-on-One process, plan for extra time in case of sudden complications. If the survey is well done, it will bring back information well worth waiting another day for.

FIGURE 1

POSSIBLE SURVEY TOPICS: FACTORS WHICH CAN INFLUENCE EMPLOYEE ATTITUDES TOWARD UNION REPRESENTATION

Every One-on-One internal organizing situation is different, and every employee gives a different level of importance to various organizing factors, but the diagram below shows some of the factors organizing surveys have addressed in the past. Coordinators designing a new poll can examine the factors listed below and decide which apply to their situation.

general attitudes toward union membership
knowledge of, and attitudes toward a particular union
self-image (e.g., "I solve my own problems," or "unions are for people like me")
trends or issues specific to the employer or worksite (e.g., merger, relocation policy)
past and current experience with employer
industrial or occupational trends or issues (e.g., imports, automation)
EMPLOYEE INTENTION TO JOIN A UNION
relationship with immediate supervisor
current job (dis)-satisfaction
trends or issues specific to an employee subgroup (e.g., discrimination, child care needs)
fear of employer retaliation/ alienation
job tenure/mobility
effectiveness of current procedures for handling problems on the job
relationship with coworkers/ coworker opinions of a particular union
perceived costs of membership (e.g., dues, strikes)

Table 1

WORKPLACE ISSUES

pay and benefits
equitable treatment
physical working conditions
health and safety factors
job security and transfer policy
opportunities for advancement or training
fairness of policy administration
discrimination on the basis of age, sex, race, etc.
workload and work schedules
the importance of having a voice in decisions affecting their job
recent changes in employer practices or policies
drug testing policy or polygraph tests
child care needs and assistance
introduction of automation or an internal reorganization

Special Instructions For A Collective Bargaining Survey:

The purpose of a collective bargaining survey, of course, is to identify which contract negotiation issues are of major concern. It can also be helpful in large units for such a survey to examine the concerns of a number of subgroups of employees who may have special problems (e.g., child care needs among parents of young children, health and safety conditions for employees in certain occupations).

As with the internal organizing survey, the union may choose to focus a collective bargaining survey on one issue or set of issues, perhaps going into detail on why employees feel a given issue is a problem for them, and how they would like to see the issues addressed their contract. Or the survey may take a broader approach, asking about a list of issues to learn where member concerns lie. (Appendix A illustrates this kind of collective bargaining survey which tries to identify bargaining priorities).

While the internal organizing survey must fit within the larger One-on-One canvassing schedule, the collective bargaining survey could fit within a One-on-One effort with a different set of key events:

One-on-One contacts(s)	→	determine contract priorities	→	contract negotiations	→	One-on-One contact(s) and other member communication
(distribute questionnaire)		(analyze survey results)		(achieve certain goals, not others)		(explain bargaining results to members)

For this reason, the pace of the collective bargaining survey need not be as hurried and precisely timed as was true for the internal organizing survey. In both cases, the survey should definitely work within the overall One-on-One schedule, but the collective bargaining survey should be conducted well before negotiations begin, to give union leaders and negotiators time to incorporate survey findings in their priorities and approach.

Finally, it is interesting to think about a union "master strategy" in which both an internal organizing survey and a collective bargaining survey could be coordinated in a joint plan to retain current members (by keeping them satisfied with their union representation at the bargaining table) and to convince eligible nonmembers in the unit that joining the union would increase its bargaining clout on issues that concern them.

With such a coordinated approach to both surveys scheduled around the bargaining process, survey information could help guide union decisions and actions in a sequence like this:

Step 1: collective bargaining survey (primarily of members, with a small subsample of nonmembers for comparison purposes)

Step 2: union incorporates survey results in its determination of a bargaining strategy and in member communications about the negotiations

Step 3: internal organizing survey of nonmembers (covering the bargaining priorities already determined, and other factors that might influence their interest in joining)

Step 3a: a campaign to sign up nonmembers prior to negotiations

Step 4: contract negotiations lead to certain goals being achieved, and others not achieved

Step 5: union communicates bargaining results to members, focusing especially on issues they prioritized; union communicates bargaining results to nonmembers, explaining how a larger membership might have improved the union's performance.

Whether internal organizing and collective bargaining surveys are done separately or coordinated, the main emphasis of this section is how closely the purposes and focus of the survey must relate to key union decisions and actions, both in substance and timing.

III. QUESTIONNAIRE DESIGN

The work you have already done in clarifying the purpose of your survey leads you directly into the design of your survey questionnaire:

Survey Process

1) determine research questions
↓
2) design questionnaire

Designing the survey questionnaire is simply a process of setting up a new channel of communication between those coordinating the One-on-One program and the employees being surveyed. What is unique about this channel of communication is that it lets the employees you interview (technically called "respondents") say what they honestly feel about the idea of joining the union, so the union can learn how One-on-One contacts can be most effective in encouraging more employees to join.

Designing a questionnaire, then, is simply planning for a conversation in which employees get to say what they really think and coordinators get to hear what they need to know. On the other hand, designing a good questionnaire can take considerable skill and experience. This section of the booklet will introduce you to some basic principles you will find useful in questionnaire design, but for more detail, the list of publications at the end of the booklet will prove helpful. The appendices to this booklet also include sample questionnaires you might want to adapt to your particular One-on-One organizing situation and related research questions.

Some General Principles to Follow

First, let's consider some general guidelines that apply to the process of designing a good survey questionnaire:

1) Continue to maintain close contact with those involved in managing the overall One-on-One project. As you draft and revise the questionnaire, make sure you consider their reactions and suggestions. Also keep in mind the practical uses they will want to make of the survey results such as fine-tuning persuasive messages. Don't just ask which working conditions employees feel should be improved, when you can go a bit further and learn why they think these improvements are needed, and how they think the improvements should be made.

2) Remember you want the survey to give you an objective and impartial description of the opinions of the people you survey. Other parts of the organizing effort will directly attempt to persuade potential members to join the union, but you want the survey to give you an unbiased "snapshot" of their honest feelings and opinions, so that you can then design highly persuasive messages. This means that

if you are to really understand employee opinions about the idea of joining the union, you must let respondents speak their minds openly with no sense that some answers are "right" and others "wrong." (For example, if you ask them what advantages they see in membership, balance that question and ask about disadvantages.) Learning the "bad news" is the only way you can identify misinformation you will want to correct in later canvassing contacts.

3) In the same sense, remember that employees are much more likely to give you their honest opinions if they are sure their responses cannot be traced back to them. Assure respondents that their answers to survey questions will be treated anonymously, that questionnaire data will be combined before it is analyzed and that respondents will not have to identify themselves. As we will see in the data collection section of this booklet, the way the completed questionnaires are collected can greatly influence respondents' confidence in the anonymity of their answers, but the design of the questionnaire also sends messages about anonymity or the lack of it. The introductory part of the questionnaire or a cover letter enclosed with it should specifically guarantee anonymity, explaining that only a few employee characteristics will be asked so that the opinions of various types of employees (e.g., women, men, younger, older) can be compared and studied.

4) Keep the respondent's perspective in mind. Remember the questionnaire should not look like too much work to complete; keep it as brief as possible and give it a professional appearance. Ask clear and interesting questions which flow logically from one to the next, just as a good conversation moves from topic to topic. And keep reminding yourself that respondents may not know about or care about topics in the questionnaire. A common pitfall in questionnaire design is to get too close to the problem or situation until you misjudge respondents' level of interest or knowledge, or you assume they see the problem in the same terms you do. The best surveys provide a fresh outlook on a problem; as you design the questionnaire, remember your respondents can provide that new perspective, if you lay aside your own assumptions and give them a questionnaire that lets them voice their thoughts.

With these working principles in mind, you can proceed to the first draft of your questionnaire. Take the points of information you earlier identified as research questions the survey should address, and translate them into specific points of information you need to collect. For example, if you want to know if job stress is a persuasive organizing appeal, you will need to convert that larger research question into specific information needs like: the percentage of all employees who see this as a problem on the job; the forms in which the stress manifests itself; the sources of such stress in working conditions; and subgroups of employees who may be more affected than others.

Wording Questions

Once you pose specific information needs, your next step is to phrase questions that will give you accurate information on these points. Some information needs will translate very easily into survey questions (e.g., "Is the pace of your work monitored by the computer terminal you work on?"), while other information you need will be more complex or sensitive, and you may need to help respondents explain their reasoning or describe their situation. For example, asking directly if they suffer from stress on the job may work for those employees conscious of the problem, but others may need to see a list of stress-related symptoms or stress-inducing workplace conditions (e.g., overcrowding, noise, workload) to describe their situations.

Additional Guidelines

There are two major categories of survey questions: open-ended and closed-format questions. Open-ended questions let respondents write answers to questionnaire items in their own words, while closed-format questions offer them a list of responses from which they can choose the answer or answers that best express their viewpoints. Open-ended questions offer a special advantage when you are not confident you can anticipate the kinds of answers respondents will give, but they are very difficult to code and tabulate when the survey questionnaires have been returned, and respondents are more likely to skip open-ended questions because it takes more effort to answer them. Think about this trade-off when you consider the use of open-ended questions, but never use them because you design the questionnaire so hurriedly you skip the task of developing response options for questions. And remember, if you are not confident you have listed all important response options in a closed-format question, you can always add an additional "other: specify _____" response option so respondents can add those you have omitted.

Because attitudes can be complicated, don't forget to afford respondents a chance to say they have not yet formed an opinion or thought about a problem. For some questions, you may want to offer a "don't know/no opinion" response option.

Put yourself in the respondent's frame of mind when you word questions. Don't assume (s)he understands the entire situation you are studying, or uses the same words to describe it, or sees that situation in the terms you think are important. Don't assume you know how the respondent will answer a question; instead give respondents "open-minded" questions that let them tell you how <u>they</u> see things.

Design the questionnaire to describe the situation accurately--the "good news" as well as the bad, the difficult issues as well as the more pleasant topics. Go ahead and ask about problems areas, and build in other questions that explore how to solve them (e.g., if unit employees are dissatisfied with a given issue in their contract, how would they like to see this problem addressed in upcoming contract negotiations?). Members and potential members will sense that your

survey is a genuine effort to hear their viewpoints, if you design a balanced questionnaire. And, on the other hand, they will instantly resent a questionnaire that appears designed to produce only favorable results for the union. More importantly, if the survey really helps union leaders to identify and solve important problems before they get worse, a little bad news in the short run will ultimately benefit the union tremendously in the long run.

Let respondents know precisely what information you need from them. If you are measuring income, do you want their individual incomes or their household incomes? If you want to ask how long they plan to stay on the job, give them a time frame (e.g., "If things go your way, will you still be working for this organization a year from now?"). If you give respondents a list of possible answers to a question (technically called "response options"), tell them whether they should check all answers that apply or if they should check only the most important one.

Be careful not to ask about two topics in one question, when they really should be treated separately. If you ask, for example, that employees rate both job training and advancement opportunities in the same question, you lose valuable information you might have gained by not forcing respondents to judge them together; you will never know if their attitudes toward one condition depressed or elevated the joint rating they gave toward both conditions judged together.

Generally, the order of questions should move from more general topics or attitudes to more specific ones. This helps respondents "warm up" to the process of collecting their thoughts and deciding what reasons really underlie their attitudes or behavior. For example, if you are exploring their perceptions about the union's performance at their workplace, lead with an overall rating, then progress to more detailed questions about benefits, grievance handling, etc. And, as each of these areas is raised, you can go into more detail, asking why respondents feel union performance in each area has been good or poor.

Pretesting

Finally, a word about a step in the questionnaire design process called pretesting. For many of the more challenging aspects of questionnaire design, this is your best guide in making sure you have conquered them. Select a few employees willing to "role-play" as a typical employee-respondent, give them the questionnaire to complete, then "debrief" them to learn which questions they found confusing/straight-forward, biased/neutral, boring/interesting or repetitive/unusual. In general, you want to use the pretest to make sure the questions and response options mean the same thing to respondents that you mean in asking them, and that you listed all likely response options in a closed-format question. You also want to make sure that different types of employees all find the wording appropriate, and that respondents are just as likely to answer one question as the next.

EXAMPLES OF DIFFERENT TYPES OF SURVEY QUESTIONS

Open-ended Questions:

"In your own words, describe any conditions on your job that cause stress for you or your coworkers." _____

_____

(Note: Respondents answer in their own words. It is the coding of verbatim responses that make the use of open-ended questions much more time-consuming and expensive than closed-format questions. They should be used judiciously when you really can't anticipate the kinds of answers respondents will give.)

Closed-format Questions:

"To what extent do you agree or disagree with the following statement: Formal grievance procedures, with the union representing the employee, ensure fairer treatment than the employee could get on his or her own."

_____ strongly agree
_____ agree
_____ don't know/no opinion
_____ disagree
_____ strongly disagree

"Does any other member of your household currently belong to a union?"

_____ yes
_____ no

"Should the union devote more attention, less attention, or about the same amount of attention it currently devotes to legislative issues?"

_____ more
_____ less
_____ about the same

"How would you rate the union's performance at the last contract negotiations?"

_____ excellent
_____ good
_____ fair
_____ poor

"How often do you attend union meetings?"

_____ about once a year
_____ 2 or 3 times a year
_____ 4 to 6 times a year
_____ more than 6 times a year

"Which, if any, of the following problems have a negative effect on your performance of your job":

(Check all that apply)

_____ time pressure
_____ excessive supervision
_____ noisy workspace
_____ poor tools/equipment

See the appendices to this booklet for examples of both organizing and collective bargaining questionnaires.

Special Instructions for a Collective Bargaining Survey:

Most of the questionnaire design principles mentioned in connection with internal organizing surveys apply directly to a collective bargaining survey as well. Only the following considerations may differ:

Maintain close contact, in this case, with the bargaining committee. What issues are they considering? Are they omitting others because they doubt members are interested, and do you think you should double-check member opinion before they assume this is so? If they know practical or political reasons make some issues out of reach in upcoming negotiations, there's little reason to treat those issues in the survey; devote the questionnaire instead to issues likely to hit the bargaining table. Help the committee understand member priorities and the kinds of solutions members would like to see.

Remember, the union can decide to be selective in disseminating survey results. It is up to the individual union to decide whether or not they want to publicize any survey results, either before or after negotiations. For example, before negotiations, a union could decide to publicize those member priorities it feels are realistic bargaining goals. After the negotiations, the same union could publicize those bargaining results that were especially responsive to member priorities, and explain how unsuccessful bargaining goals might have been reached with more support from nonmembers in the unit (e.g., if more older members joined, retirement bargaining results might have been more favorable).

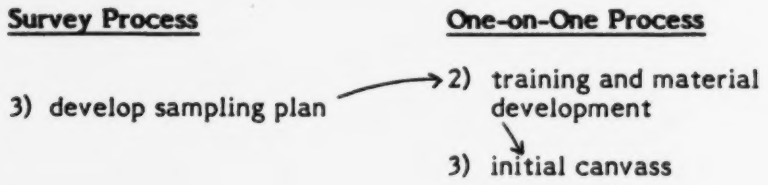
IV. SAMPLING PLAN

Sampling methods are a critical aspect of survey planning. You might design a near perfect questionnaire, but all your good work is wasted if you administer it to a group of people who don't really represent the entire population of employees or the employee subgroups you want to study and understand.

The sampling plan is simply a set of procedures intended to make sure that the data you collect represent everyone you want to study--in this case, all employees who will be canvassed in the One-on-One organizing effort, and special subgroups (or types of employees) you think might have a different perspective on the question of joining the union.

Sampling, then, is the process of deciding how many employees you want to give questionnaires to, who those employees are, and how you can encourage most, if not all of these "target respondents" to complete and return your questionnaire.

As diagrammed in the introduction, the sampling plan must be designed before canvassers are trained about the administration of the questionnaire during the initial canvassing contact:



Before we examine the sampling plan more closely, it is helpful to define a few key terms:

population— all members of the group of people your survey is intended to study; in this case all eligible employees you plan to reach with One-on-One contacts

sampling frame— the most accurate and complete list of the population you can locate or develop

canvass or census— a survey in which the sampling plan is to collect data from every member of the population

sample— a smaller group of people drawn from the population in a way that makes their questionnaire answers (data) representative of the entire population's

Using these terms we can identify two major types of surveys which are distinguished by their sampling plans: the census or canvass survey in which all

members of the population are surveyed, and the sample survey in which a representative subset of the population is surveyed. Depending on the size of the unit to be reached with One-on-One contacts and the resources (time, effort, availability of computer for data analysis) you can devote to the survey, your first sampling decision is which of these two methods to use.

Canvassing All Employees

Canvassing all eligible employees can seem easier at first glance, but it is important to realize that there's more to a canvass than simply leaving a questionnaire with every One-on-One contact. In fact, the census or canvass is usually more costly and time-consuming than the sample survey, because more data must be collected and analyzed. A key reason for this involves the idea of response rate:

response rate-- the percentage of all employees you ask to participate in a survey who actually complete and return the questionnaire

Response rates are important in a sampling plan because a low response rate can produce unrepresentative survey results. Say you design a sampling plan in which all 500 people in a unit are to be surveyed, and that the initial distribution of questionnaires to all 500 results in only 100 completed questionnaires being returned by the end of the first week. If all 500 had returned their questionnaires, clearly you could be confident that the survey results represented everyone's opinions as well as those of key employee subgroups (e.g., minorities, shift workers, older employees). But if only 100 provide survey data, several problems occur:

The kinds of people who return questionnaires quickly might differ systematically from the harder-to-reach employee. Workers with more privacy and/or a desk job might find it more convenient to complete the questionnaire than more closely supervised employees without a convenient place to write. Employees who dislike the union may be less likely to respond than those who like it. Whatever the nature of the bias, the questionnaire can easily omit the opinions of certain types of employees and survey results will not represent their opinions.

Even if the 100 employees who responded had the same characteristics as the 400 who did not, important subgroups, like minorities, would include too few respondents. Say 18% of the unit are black, Hispanic or Native American; there would be 90 minority respondents if all 500 employees responded, but only 18 if 100 employees did. The minority subsample would be too small to study when you analyzed survey results.

For these reasons, your sampling plan in a canvass survey must go beyond the distribution of questionnaires to all unit employees to include procedures for keeping response rate high so survey results will not overrepresent the opinions of certain types of employees and underrepresent others.

Before listing steps you can take to keep response rate high, it is important to ask how high a rate you should try to achieve.

The survey research textbooks generally tell us the higher the response rate the better and don't really set specific percentage goals, but they warn us to interpret with caution any survey data collected from a low percentage of the target sample. So for One-on-One organizing surveys we can only suggest approximate goals. A returned questionnaire from 75% or more of the sample is a good rule of thumb.

Here are some steps you can take to boost response rate to this level or higher:

1) In designing the questionnaire, keep questions clear, brief, interesting, easy to answer and few in number. Minimize the number of open-ended questions and keep the overall appearance of the questionnaire attractive and professional. Either in a separate cover letter or in the introduction to the body of the questionnaire, emphasize the importance of the survey, the anonymity of results, and how valuable each respondent's opinions are. Remind the reader it will only take a few minutes to complete and return the questionnaire and encourage them to answer every question.

2) If you plan to designate a drop site where respondents can return their questionnaires at the workplace, make sure it is a convenient and private location. Adding envelopes in which respondents can seal their completed questionnaires helps increase the assurance of confidentiality. (If the nature of employees' working conditions or work makes on-the-job completion of the questionnaire too unlikely, give them a self-addressed, stamped envelope in which to return the questionnaire.)

3) Plan to make at least one more contact encouraging respondents to complete and return the questionnaire. In that contact, emphasize the importance of the survey and how results must represent the opinions of all kinds of employees. (Ideally, canvassers can make these additional contacts in person, bringing extra copies of the questionnaire in case employees misplaced the original. If this is not possible, brief "reminder" memos can be distributed, thanking those who have already returned their questionnaires and encouraging the rest to do so soon.)

The last steps you can take are in the data analysis stage. If all of the above steps still produced a low response rate, you must either abort the entire survey (since results are unlikely to produce representative results), keep recontacting respondents to encourage more participation, or proceed to analyze survey findings cautiously. For example, tabulate the percentages of employees with various characteristics in your sample of completed questionnaires and compare the results to characteristics of the total population. If 33% of all eligible employees (the population) are female, what percentage of those who returned your questionnaire were female? Were women underrepresented or overrepresented in the final survey sample? Or did employees in a department known to be anti-union make it so clear on the first distribution of the

questionnaire that they had no intentions of participating, that sampling of that department was abandoned? Comparing your actual sample to the population on characteristics like shift, department, job title, age, etc. can help you estimate the nature and degree of bias in a sample with a low response rate. Then when you examine survey results, you will know they overrepresent the opinions of some types of employees while underrepresenting others', and you can study results with that bias in mind.

Additionally, response rate must be studied for individual questions in a questionnaire. All 500 employees may return the questionnaire, but if 300 of them skip the question on why they haven't joined the union to date, the survey will have failed. As you did with the overall response rate, you can either choose to discard answers to questions with less than a 75% response rate, or you can tabulate the types of employees underrepresented in the data actually collected.

Needless to say, this kind of after-the-fact calibrating of survey results is neither perfect nor easy. Far better that you devote your earlier energies to encouraging 75% or more of the employees receiving questionnaires to complete them.

In summary then, canvassing a large unit is not as simple as distributing questionnaires once to each eligible employee. Given a 50% response rate for a unit of 500 there will be 250 employees who must be encouraged to comply with a follow-up recontact. And even if all 250 comply, the data analysis phase will bear the brunt of the work. As we will see in the next section, the selection of a statistically representative sample of unit employees can make the issue of response rate and data analysis much simpler.

The Sample Survey

Given the same hypothetical unit of 500 eligible employees, suppose you only set out to sample the opinions of 200 representative employees. The same original 50% response rate would mean only 100 (50% of 200) needed to be encouraged with a second contact and it would be logistically easier to focus your resources on the 100 (vs. the 250 for a canvass). Also, data analysis would be easier since a maximum of only 200 respondents would return questionnaires instead of the 500 maximum in a canvass. Once you accept the statistical principle that a properly drawn sample can represent the data you would collect if you surveyed the entire population, sampling becomes a more attractive method when larger units are to be surveyed.

As a general rule of thumb, if the unit you want to survey is less than 250 people, it is reasonable to plan to canvass the unit with your survey, while over that number you will want to consider developing a sample.

While it is simpler, faster and easier to interview a sample instead of the entire population, scientific procedures must govern the selection of the sample to ensure its representativeness.

Many of the references listed in the back of this booklet explain sampling theory and the principles involved, but this booklet takes a more practical approach by just describing the specific steps you must take to abide by these principles.

If you still find yourself tempted to canvass everyone because of the additional union-to-employee communication the survey process adds, consider the good union-to-employee communication that will follow, once survey results are used by the coordinator to strengthen the effectiveness of subsequent One-on-One contacts.

Finally, one more consideration before we review the actual steps involved in designing a sample. As you anticipate the question of how many employees to include in your sample, recall your original research questions which guided the survey design. Were there key subgroups of employees you wanted to study separately or in comparison to other types of employees? If so, remember these subgroups as you set minimum sample size (explained below) and build your sample up in size from the smallest number you can tolerate in each subgroup. For instance, in our example of a 500 employee unit with a 33% female representation, if you want to compare male and female opinions, a representatively drawn sample of 200 employees will probably yield 66 women and the balance will be males. Or if 18% of the unit is minority, a 200 sample will probably yield only 36 minorities. Keep your smallest subgroups in mind as you follow the steps explained below to design your sampling plan:

What are the basic steps in designing a survey sample?

-- Obtain the most complete list of eligible nonmembers you can obtain.

-- Randomize the names in this sampling frame, in case there are patterns in the list (e.g. groupings by department) which will thwart your attempts to represent all types of employees in your sample.

-- Consult a statistics book to find a "table of confidence levels" for different sample sizes (or just use the table on the next page) to decide how much uncertainty (usually called a "confidence level") you are willing to tolerate in survey results. For example, this kind of table will tell you that if you have 200 people in your sample, your survey results will have a 7% band of error around them (that is, any finding could be up to 7% more or 7% less than the actual tabulation shows). As explained in more detail below, this kind of decision will determine how many employees you will need in the total sample, and how many in each employee subgroup of interest to you.

-- Pull a "systematic" sample by: 1) dividing the total number of eligible employees by the total sample size you want (the result is "n"); 2) selecting at random the first name to include in the sample; and 3) adding every "nth" name after that until you have as big a total sample as you want.

How do I decide how big my sample should be?

-- Consult a table of confidence levels, like the one below which relates sample size to the level of confidence (or precision) you can put in survey findings. This kind of table will tell you how precise your results will be if you conduct a survey with different sample sizes (no matter how big your population is).

Confidence Range for Various Sample Sizes

Sample Size	Confidence Range
35	±17
50	±14
75	±12
100	±10
200	±7
300	±6
500	±4
1000	±3
1500	±2

For example, reading the first line of the table shows that with a sample size of 35 (the smallest sample size in the table), if 30% of that sample tell you they want higher wages, you don't know whether the actual result for all unit members (the population) is 17% lower (13%) or 17% higher (47%). Not knowing whether a result is as low as 13% or as high as 47% means your survey results will not be very precise.

Of course, the smaller the band of error around a survey finding (with 1500 respondents, it goes down to 2%), the more confident you can be in the finding. Notice how the confidence range decreases as the sample size increases. There is no general rule of thumb in choosing a sample size (and related confidence range), other than to say the larger the sample the better. However, there are also practical considerations (the larger the sample, the more costly and time-consuming the survey), so pollsters often develop a policy like "I won't analyze data for any subsample or any questionnaire item with fewer than 150 respondents." A minimum of 100 or 200 respondents for the smallest subgroup of respondents you want to study (e.g., workers with a specific job title, women working with VDTs, 18-24 year olds) is acceptable for many surveys, but you'll want a larger sample (and a smaller confidence range) for the total sample--probably 300 or 500 respondents.

Look at the smallest subgroup you want to study and determine its incidence in the sampling frame (e.g., 33% female).

Use the table to see how wide a range of error you are willing to live with (e.g., if you include about 100 women, survey findings will range from 10% below to 10% above the finding).

Build the sample size "up" from that sampling need (e.g., it will take a total sample of 300 to reach 100 women).

Stick to the sample developed this way; do not simply pick another name if one targeted respondent is hard to locate; instead keep returning to the targeted employee.

Finally, in a One-on-One setting, these sampling procedures must be boiled down to a list of instructions to canvassers which are clearly explained during their training process. Each canvasser should have a roughly equal number of questionnaires to be distributed to specific employees (only those on his/her list). Canvassers would distribute questionnaires at the end of their initial One-on-One call, paraphrasing the introduction of the survey which emphasizes the importance and confidentiality of their answers, and instructing respondents about drop-sites or mail-back procedures for returning their questionnaires.

Special Instructions for Conducting a Collective Bargaining Survey:

The sampling principles and methods described for an internal organizing survey all apply as well to the conduct of a collective bargaining survey. The population to be studied, of course, changes from nonmembers in the unit to members; however, as already suggested, you may want to include a smaller nonmember subsample so you can see if member and nonmember bargaining priorities are similar or different.

You might also approach the question of canvassing vs. sampling the population a little differently in a collective bargaining survey. Some union leaders feel the very fact of conducting a membership survey is such an important statement of leader/rank-and-file communication that they insist all members in the unit be given the survey questionnaire. (In a very large unit, this way of publicizing the leadership's interest in rank-and-file opinion may be less practical than publicizing the fact that the survey is being conducted and explaining the principle of random sampling in union publications and meetings.) If you decide to canvass the membership for this reason, make an equally strong commitment to the time and effort it will take to keep the survey response rate high.

V. DATA COLLECTION

Data collection will begin as soon as respondents reached in the initial canvass start returning questionnaires:

Canvassers who are to distribute questionnaires to the employees you designate as target respondents (your sample) will also have to be instructed on two important points: presenting the questionnaire to respondents during the initial canvass contact, and telling respondents when and how they should return completed questionnaires.

Presenting the Questionnaire to Respondents

Hopefully, your questionnaire will be as self-explanatory as those we included in the appendix to this booklet, so canvassers can tell respondents that they will find all the instructions they need in the questionnaire itself.

However, it will help if canvassers can reinforce what the questionnaire says about ease of completion, the importance of the survey, and how important it is that each respondent complete and return the questionnaire.

Remarks might go something like this:

"This is a questionnaire the _____ Union has developed to better understand the needs and interests of employees in this unit. We've chosen a sample of employees we would like to complete and return the questionnaire within the next _____ days, and you were scientifically chosen to be part of that sample. All answers are confidential, and as you'll notice on the questionnaire, we ask for no identification--only a few characteristics (like age, sex, job title) so we can still compare the answers of different types of employees when we combine everyone's answers to analyze the results. We're also setting up a ballot box at _____ (location X), so you can seal your questionnaire in the attached envelope and return it confidentially. Please remember, we really want your honest opinion about topics in the questionnaire. The questionnaire only takes 5-10 minutes to complete, and your opinions are very important to us, so we hope you'll fill it out and return it before _____ (day)."

Instructing Respondents on How to Return the Questionnaire

If a convenient and private workplace drop site can be designated, this is a good approach. Treat returned questionnaires as you would ballots, giving respondents a return envelope in which to seal the completed questionnaire to ensure confidentiality.

A convenient drop-site (e.g., the kind of box often used to collect election ballots--in this case marked, "union survey/please drop your completed questionnaire in the slot") will generally result in a higher return rate, but if the nature of employees' work or tense relationships with the employer prevent this approach, you might need to use a mail-back procedure. In this case, you will ask employees to fill out the questionnaire at home and give them a pre-addressed, stamped envelope in which to return it. Generally, the mail-back procedure will result in a lower rate, but sometimes there is no other choice.

Both procedures are intended to ensure employees that their survey responses will be treated confidentially--an important promise if you really want them to express their honest opinions, and one not easily believed again if it is not kept. Respondents who find that promise violated become cynical or anxious about participating in future surveys. If the union wants high levels of participation in a future survey, this is a very important guarantee to safeguard as you collect, analyze and report your survey data.

When the questionnaires begin to come in, you will need to have your data analyst prepared to monitor the return rate, to determine whether recontacts will be needed to boost the response rate. And, if a personal computer or mainframe is available to you for data analysis (the next step in the survey process), the analyst can begin entering data. Certainly, if you have used open-ended questions, this is a good time to begin coding answers into major categories so verbatim responses can be counted the same way answers to closed-format questions can.

Special Instructions for Conducting a Collective Bargaining Survey:

The same methods of data collection apply here as those important in an internal organizing survey, although with good advance planning the pace of the data collection could be less pressured with this type of survey. If you do have a more leisurely schedule for collecting and analyzing data, however, make good use of the time. Use repeat contacts with members who have been given questionnaires to keep response rates high.

VI. DATA ANALYSIS AND REPORTING OF SURVEY RESULTS

This last section combines two related steps in the survey process: the statistical analysis of survey results, and the preparation of a written report summarizing those results and applying them to the original research questions the survey was intended to address.

As the diagram in the introduction to the booklet showed, this is the time to assemble, organize and interpret survey results, so they help the coordinator improve the appeal and effectiveness of the One-on-One organizing strategy:

Survey Process		One-on-One Process
4) collect data		
5) analyze and report results	⟶	4) revised strategy

As with the steps of questionnaire design and sampling, several of the references listed in the back of this booklet will give much more detail, while a more general explanation is provided here.

To organize your work, it is helpful to think of it in three separate stages:

a) statistical analysis of data

b) preparation of data tables

c) writing of the text of the report

This section explores each of these steps one at a time

Statistical Analysis Of Data

This step is the backbone of your report, since the way you analyze your data can greatly affect their usefulness to the coordinator and the organizing effort.

This is the time to return to the original research questions your survey set out to answer, and to relate survey data to those questions. In fact, planning to use a question-and-answer format in your report would be an excellent way to structure both your analysis and write-up.

For example, let's suppose one of your original research questions was very simple and practical (as research questions should be):

> --What aspects of their contract would nonmembers like to see strengthened in future negotiations?

From this question, your analysis of survey data would most likely focus on answers to the questionnaire item which most directly asked

employees what areas of their contract they would most like to see improved. For example, the question might have been phrased:

> "Below is a list of contract issues the union might address in its next bargaining session. Please select the one area where you would most like to see the contract strengthened:"
>
> (select one)
> ____ health and safety conditions
> ____ seniority rights
> ____ training opportunities
> ____ benefits
> ____ grievance handling

What you need in terms of data analysis from this question are the percentages of respondents citing each issue as their top choice. To get these percentages (technically called "frequencies"), your data analysis must count the number of respondents who checked each response option (contract issue), and then convert those raw counts into percentages of the total sample.

The data analysis concept introduced in this example, then, is the "frequency" distribution of responses to a survey question. Raw counts of the number of all respondents answering with each response option (technically, the shorthand is "n") and related percentages (calculated by dividing each count by the total number of respondents) are the most elemental and useful form of data analysis you will need to use.

If data were actually obtained from a sample of, say, 200 respondents, for the question just described, a frequency distribution might look like this:

Response Option	n	% age
health and safety conditions	45	23
seniority rights	50	25
training opportunities	40	20
benefits	30	20
grievance handling	35	18
	200	100%

(Notice how the raw counts and percentages cover all respondents, with the n's summing to 200 and the percentages to 100%.)

A second technique commonly used in survey data analysis can be used to explore in detail this question of how many likely members are in the unit. Suppose you wanted to learn if there is a convenient way to identify types of employees more interested in joining than others--in this way you could target your One-on-One contacts more efficiently. A concept useful in exploring this kind of question is called a "cross-tabulation."

A cross-tabulation is simply a process of looking at responses to one question within subgroups you identify through their answers to a second question. So, while the frequencies reported above described the total sample's (all 200) responses to the question on likelihood of joining, a cross-tab would

"break down" the total sample into subgroups and compare their frequency distributions separately. Then you could look for differences and similarities between the subgroups.

Suppose you wondered if women were more likely than men, or men more likely than women to plan to leave their jobs within the next two years. Assuming one of your survey questions asked "Are you: ____male or ____female?, this is the second question you would cross-tab against the first. That is, you would separate male and female respondents in the total sample, and then calculate frequencies for each subgroup for all response options to the question. You would be filling in frequencies this way:

Response Option	Male		Female		Total Sample	
	n	% age	n	% age	n	%age
very likely	___	_____	___	_____	___	_____
somewhat likely	___	_____	___	_____	___	_____
don't know/can't say	___	_____	___	_____	___	_____
somewhat unlikely	___	_____	___	_____	___	_____
very unlikely	___	_____	___	_____	___	_____

Cross-tabs are not only possible when you divide respondents along characteristics like sex, age or job title, however. It is also very productive to think about other combinations of question data (that's all a cross-tab is), including analysis of opinions on one topic as they vary by opinions on another. For example, you may suspect that opinions about recent contract negotiations are related to interest in joining the union, with those who saw better union performance in the negotiations more likely to want to join than those who saw performance less positively. To test your theory and the appeal of related organizing messages, you could use the survey question that asked respondents to rate union performance at the latest contract negotiations to divide them into high and low union performance ratings. Then distributions of responses to the likelihood of joining question could be separately calculated for those two groups, and you could see if your theory holds true.

The basic principle is that any set of responses can be cross-tabulated against another, but the challenge is in returning to your original research questions to see which cross-tabs best help you answer those questions.

Finally, a word about the use of data processing professionals in the analysis of survey data. It should be clear that even in the shortest of questionnaires (e.g., 8 closed-format questions with 2-5 response options) administered to a small sample (e.g., 100 respondents), manual analysis of survey data would be a massive undertaking, so time-consuming the results could not be prepared fast enough (or accurately enough) to keep pace with the canvassing schedule. Clearly, computer services will be needed.

If your union does not have access to data entry and programming personnel and related computer equipment, there are low-cost resources in the community you should explore. Universities and colleges are usually able to

offer these services, and in medium-size and larger cities, commercial data processing services are often available. For just a few hundred dollars, you can pay for quick-turnaround and accurate computer services to process your survey data. As long as you have prepared your list of frequency and cross-tab needs, these professionals will be able to handle the heavy workload demands of survey data analysis (as well as the highly specialized skills involved in editing survey data), while you spend your energies on the more conceptual question of which data analyses best answer your original research questions.

Preparation of Data Tables

Once you have run your statistical analysis of the survey data, the next step is to present them in a compact visual format researchers call a table. There are many different table formats, but for the kind of report you will be preparing, the simplest and most straightforward ones will work well.

An easy way to prepare tables is to present the exact wording of the question which brought in the data you're analyzing, then to place underneath that question the kind of frequency distribution format we discussed above. For example, the first frequency distribution presented in this section could become a table in this format:

"How likely is it that you will join the union within the next year?"

Response Option	n	%age
very likely	___	___
somewhat likely	___	___
don't know/can't say	___	___
somewhat unlikely	___	___
very unlikely	___	___

Cross-tabs add a little more complexity, but the format is the same. In this case, you may want to paraphrase the two survey questions you're cross-tabbing, as you title the table:

Interest in Joining the Union by Rating of Contract Negotiations Performance Last Year

	Negotiations Performance Rating			
	High		Low	
Likelihood of Joining	n	% age	n	% age
very likely	___	___	___	___
somewhat likely	___	___	___	___
don't know/can't say	___	___	___	___
somewhat unlikely	___	___	___	___
very unlikely	___	___	___	___

Finally, table formats can get more complex, when you group many cross-tabs on one page, as the following example shows:

"Overall, how would you describe the union's performance in last year's contract negotiations?": (union performance ratings by employee characteristics)

	Negotiations Performance Rating			
	excellent	good	fair	poor
Total Sample Results:				
Results for Subgroups:				
by sex				
male				
female				
by age				
18-24				
25-34				
35-54				
55 or older				
by job tenure				
less than 2 years				
2-4 years				
5 years or more				

Writing the Text of the Report

It can be tempting to think of stopping with the preparation of tables displaying survey results, and skipping written descriptions of the meaning of the data. But these text interpretations are extremely important both in the short term, and in future unit surveys or communication activities your union might initiate.

In the short term, numbers will have little meaning unless you interpret them in a written report, point out what groups differ from each other and in what respects, and note the size of the differences or the lack of them. Examine a table like the likelihood of joining data table discussed on the previous page, and draw conclusions--given these findings how successful would you expect the organizing effort to be? What goals are realistic? Is there hard-core opposition to the idea of joining, or are many employees huddled in the "don't know/can't say" category? Keep going back to the original research questions with the survey data. As already suggested, a simple question-and-answer format can be very efficient, and will give your report a clear focus.

In the long run, it is important to realize that these survey results may prove useful down the road. In future unit surveys or communications where you can use and build on what you learned in this survey, you will be very glad you took the time to record the survey methodology and results as fully as possible. In this sense, always include a brief but thorough section on methodology, where you document every procedure you used to conduct the survey. Identify the sampling frame you used, how you selected a sample, results of questionnaire pretesting, how many reminders and repeated contacts you used to keep response rate high, what the actual response rate was, coding rules you set up for analyzing answers to open-ended questions, and a final copy of the questionnaire. As you reread survey results in the future, you will need to know how all these factors influenced the survey data you collected and interpreted.

Finally, keep the next canvassing round in mind as you discuss survey results. Tell the coordinator which types of employees are most likely to respond positively to One-on-One organizing contacts, and identify the types of messages that are most likely to be effective. Listing these overall conclusions in a series of short sentences or paragraphs is a very action-oriented and brief way to present survey findings.

Special Instructions for Conducting a Collective Bargaining Survey:

Again, the same principles apply in both types of surveys, although there may be subtle differences in the uses made of the final report. The collective bargaining survey report is probably more likely to be quoted or referenced by union leadership than the internal organizing survey is. Full reports should be kept on both kinds of surveys, of course, but the collective bargaining survey report should be written with an expectation that the bargaining committee or other union officials might be interested in referring to survey results in relation to actual bargaining strategies and outcomes. In this sense, it is highly important that the author of the survey report work carefully with union officials to help them understand and interpret findings correctly and with clear relevance to announced results of the bargaining and the leadership's reactions to those outcomes.

As we suggested in other sections of this booklet, union leaders can use their discretion in choosing those survey findings they want to report immediately, given current union priorities and resources.

Appendix A

An Example of a Questionnaire Focused on Specific Collective Bargaining Issues

SAMPLE BARGAINING QUESTIONNAIRE

WHAT ARE YOUR BARGAINING PRIORITIES?

Dear Member:

Local 0000 is distributing this questionnaire to help prepare for our next contract negotiations that begin in January. The completed questionnaires will be carefully tabulated, and the results will be used by your bargaining team to determine which issues are important to you, and to help us develop proposals and set priorities.

Prior to filling out the questionnaire try to meet with your coworkers to discuss the questions and, if you have any trouble, contact your union representative. If the space provided is insufficient for your response, please use additional pages.

In Solidarity,

(union president's signature)

INSURANCE BENEFITS	YES	NO
Do you consider the benefits in the current health plan adequate?	___	___
Are the benefits in our current dental plan adequate?	___	___
If NO, what should be changed? _____		
Is our current life insurance adequate?	___	___
If NO, what should be changed? _____		
Is our current pension plan adequate?	___	___
If NO, what should be changed? _____		

WAGES YES NO

Do you favor an annual percentage wage increase for everyone? ___ ___

If YES, how much should that increase be?

_____

Do you favor a flat-cents-per-hour increase for all classifications? ___ ___

If YES, how much per hour should it be? _____

SHIFT DIFFERENTIAL

Is the current shift differential of 50 cents per hour adequate? ___ ___

If NO, what should it be? _____ cents

Is the increase in the shift differential a higher priority than a general wage increase? ___ ___

SICK LEAVE

Is the current sick leave policy fair? ___ ___

If NO, how should it be improved?

__ increase rate of accrual
__ eliminate waiting period
__ provide sick leave for family illness
__ provide sick leave cashout upon retirement or termination

LEAVES OF ABSENCE

Is the current leave policy adequate? ___ ___

If NO, indicate which items need to be changed?

__ include adoption as reason for leave
__ include parental leave for fathers
__ increase time for nonindustrial liability
__ increase personal leave

HOLIDAYS

Is the current holiday provision adequate? ___ ___

If NO, indicate what needs to be done?

__ increase number of holidays
__ give same holidays to part-time employees
__ provide option of working on holidays for triple-time

RANKING OF PRIORITIES

Rank in order of importance to you the issues below.
The number "1" should be your first priority and the number "6" your last priority.

_____ Insurance benefits
_____ Wages
_____ Shift differential
_____ Sick leave
_____ Leaves of absence
_____ Holidays

COMMENTS/SPECIAL ISSUES

Describe any additional issues you want included in contract negotiations.

_____

_____

_____

_____

_____

_____

_____

NOTE: This is only a sample format. Your final questionnaire should be developed after close consultation with rank-and-file leadership and bargaining committee members.

APPENDIX B

An Example of a More General Collective Bargaining Questionnaire

SURVEY OF UNION MEMBERS

I. UNION COMMUNICATION

1. How often do you talk to your job steward about union or job matters? (check one)

_____ about once a week
_____ once or twice a month
_____ 6 to 8 times a year
_____ 3 to 5 times a year
_____ twice a year or less

2. How often do you talk to your union business agent or stop by the union office? (check one)

_____ about once a week
_____ once or twice a month
_____ 6 to 8 times a year
_____ 3 to 5 times a year
_____ twice a year or less

3. What is your main source of information about what is going on in the union and contract negotiations? (check one)

_____ Union meetings
_____ Union Newspaper
_____ Talking with other members
_____ Other _____
_____ Job Steward
_____ Radio/TV
_____ Newspaper

4. How often do you attend union meetings? (check one)

_____ about once a week
_____ once or twice a month
_____ 6 to 8 times a year
_____ 3 to 5 times a year
_____ twice a year or less

II. YOUR COMPANY

5. How would you rate the company you work for in terms of its concern for its workers? (check one)

___ excellent
___ good
___ fair
___ poor

6. How would you rate your supervisor? (check one)

_____ very helpful
_____ somewhat helpful
_____ not at all helpful

7. Do you feel your company needed wage and fringe reductions to prevent your mill from closing? (check one)

_____ yes
_____ no
_____ not sure

8. What do you think your company is most concerned about? Mark the concerns listed below from 1 to 4, with 1 meaning most important to the company and 4 meaning least important to the company. No two items should be given the same number.

_____ Employees' well-being
_____ Management's well-being
_____ Maximum profits
_____ Making a contribution to the community

III. BARGAINING PROCEDURES

9. Who do you think should vote on a strike action? (check one)

_____ Membership should vote on strike action
_____ Negotiating committee should decide if and when to strike

10. How do you think the membership should vote on company proposals? (check one)

_____ The membership should vote whenever <u>any change</u> is made in the company's proposal.
_____ The membership should only vote when a <u>major change</u> is made in the company's proposal.

IV. 1988 NEGOTIATIONS

11. What bargaining items will be the most important to you in the 1988 negotiations? Rank the items below from 1 to 10 (there are ten items) with 1 being the most important and 10 the least important. No two items should be given the same number.

_____ Recover wage cuts
_____ Recover vacation bonus pay
_____ Improve vacation schedule for time off
_____ Recover floating holidays
_____ Safety and health conditions
_____ Improve job security measures (e.g. limit subcontracting)
_____ Improve early retirement rules in pension plan
_____ Increase pension benefits
_____ Bring Southern wages up closer to Wester Wages
_____ Merge Southern mills into West Coast health plans

12. What factors do you feel will be most important in achieving a fair wage and fringe settlement in 1988 negotiations? Rank the items below from 1 to 9, with 1 meaning the most important and 9 meaning the least important.

_____ Low unemployment rates
_____ Willingness to take a long strike
_____ More favorable political climate
_____ Low to moderate interest rate
_____ Import duty on Canadian lumber imports
_____ Increased forest industry profits
_____ Union solidarity between all unions in the forest industry
_____ The number of new mills that are organized
_____ Strong prices for wood products

13. Given the nation-wide operations of forest products corporations, how important do you feel it is to bargain for uniform national company-wide labor contracts? (check one)

_____ very important
_____ somewhat important
_____ not at all important

14. If national company-wide agreements with common expiration dates becomes a union goal in 1988, what would you be willing to do to support that goal?

Would you be willing to strike? _____Yes _____No

Continue working in your mill beyond the contract's expiration date if that is seen as an effective strategy? _____Yes _____No

15. Do you think the $5 per month strike fund contribution you now pay should be raised on a temporary basis and be set aside for use only to support industry strikes that occur in 1988?

_____ Yes _____ No If you answer "No" (skip to Question 17)

16. If you answered "Yes" to the question above, how much of a temporary increase in your monthly contribution to the strike fund would you approve?

Currently $5 of your dues goes into the strike fund. (check one)

_____ $5 additional
_____ $10 additional
_____ $15 additional
_____ $20 additional
_____ $25 additional
_____ OTHER

17. A few contract settlements in 1986 set up profit-sharing plans. What do you think about these profit-sharing plans which link wage payments to the profits of a company? (check one)

_____ Union should try to expand the plans to other mills
_____ Union should only accept plans as a last resort
_____ Union should try to eliminate plans where they now exist and not accept them at any mills in the future

18. Are you currently under a profit-sharing or bonus plan?

_____ Yes _____ No

If you answer "No", please skip to Question 19.

If you said "Yes", how do you rate your experience under the plan?

_____ excellent
_____ good
_____ fair
_____ poor

If you are currently under a profit-sharing plan, which if any of the following statements best describe problems with your plan?

_____ Profit bonuses vary too much between different plants and operations.
_____ Poor management and weak market prices can reduce profit sharing bonuses even if employees work harder.
_____ Not enough of the profits go to employees under the division formula.
_____ Can't trust the company's profit figures.
_____ Can see no major problem with the profit-sharing plan.

19. What is the name of the company you work for?

_____

20. What is the location of your mill or logging unit?

_____
(town)

_____
(state)

Appendix C

Examples of Questions Which Might Be Used in an Internal Organizing Questionnaire

The following are examples of statements and/or questions that could be considered for an attitude survey:

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
1.	My hours of work are O.K.	____	____	____	____	____
2.	Unions should not be concerned with personnel policies and practices.	____	____	____	____	____
3.	Management does everything possible to prevent accidents on the job.	____	____	____	____	____
4.	The people I work with help each other out when someone gets in a tight spot.	____	____	____	____	____
5.	My supervisor sees that we have the things we need to do our jobs.	____	____	____	____	____
6.	In the long run, unions usually improve productivity.	____	____	____	____	____
7.	Management likes to pit workers against each other.	____	____	____	____	____
8.	If I have a complaint to make, I am free to talk to someone up the line.	____	____	____	____	____
9.	Big unions do not care about individual members.	____	____	____	____	____
10.	Most strikes are caused by exorbitant wage demands.	____	____	____	____	____
11.	My employer sees that all employees are properly trained for their jobs.	____	____	____	____	____
12.	Management informs their employees about company plans and developments.	____	____	____	____	____
13.	A union should be required to accept all grievance settlements as decided by an independent arbitrator.	____	____	____	____	____

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
14.	Picketing should be declared illegal.	____	____	____	____	____
15.	I discuss all work-related problems with my supervisor.	____	____	____	____	____
16.	I believe that all members of my community would be better off if they were members of a union.	____	____	____	____	____
17.	Union membership is on the decline because of union militancy.	____	____	____	____	____
18.	If unions had their way, this would be a socialistic country.	____	____	____	____	____
19.	Unions are a benefit to the general public.	____	____	____	____	____
20.	National and international unions should participate in politics.	____	____	____	____	____
21.	Big unions are crooked.	____	____	____	____	____
22.	There is too much pressure on my job.	____	____	____	____	____
23.	Most union members have better job security than non-union workers.	____	____	____	____	____
24.	Unions should be declared illegal.	____	____	____	____	____
25.	Management expects too much from us on the job.	____	____	____	____	____
26.	Management cares about my well-being.	____	____	____	____	____
27.	Unions usually restrict progress.	____	____	____	____	____

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
28.	I often feel caught in the middle between my supervisor and fellow workers.	____	____	____	____	____
29.	Our training programs are too general and do not address my needs.	____	____	____	____	____
30.	Safety is a joke at the place where I work.	____	____	____	____	____
31.	My skill is the best protection I have for staying employed.	____	____	____	____	____
32.	People with certain religious beliefs should not join unions.	____	____	____	____	____
33.	Unions often encourage long-term inefficiency.	____	____	____	____	____
34.	It is of no particular advantage for clerical workers to join unions.	____	____	____	____	____
35.	Opportunities to work overtime are distributed fairly among employees.	____	____	____	____	____
36.	This is a better company to work for this year than it was last year.	____	____	____	____	____
37.	Our company promotes people fairly.	____	____	____	____	____
38.	The longer you work for this company, the more you are not wanted.	____	____	____	____	____
39.	I believe that this company is truly concerned about the people who work for it.	____	____	____	____	____
40.	My supervisor gives credit and praise for work well done.	____	____	____	____	____

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
41.	Any employee who has access to confidential information should not be allowed to join a union.	____	____	____	____	____
42.	Union leaders tend to be dictators.	____	____	____	____	____
43.	Seniority provisions in union contracts are effective.	____	____	____	____	____
44.	Management is doing its best to give us good working conditions.	____	____	____	____	____
45.	Union leaders are often members of a radical left wing political party.	____	____	____	____	____
46.	Shop stewards are not needed at the place where I am employed.	____	____	____	____	____
47.	Union leaders are only concerned about becoming rich on members' dues.	____	____	____	____	____
48.	My supervisor is too interested in his/her own success to care about the needs of employees.	____	____	____	____	____
49.	Union leaders are not very open-minded.	____	____	____	____	____
50.	My most important job-related concern is my future employment.	____	____	____	____	____
51.	Wages, benefits, or working conditions might be better if I worked for a non-union employer.	____	____	____	____	____
52.	My work place is free from harassment and discrimination.	____	____	____	____	____

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
53.	The current income tax system is fair to those who work for wages.	____	____	____	____	____
54.	This country's foreign trade policy has a harmful effect on the future of my job.	____	____	____	____	____
55.	Some unions try hard to improve productivity.	____	____	____	____	____
56.	I am concerned about this country's trade deficit.	____	____	____	____	____
57.	Workers' interests are best protected by our government's decisions, laws, and regulations.	____	____	____	____	____
58.	Wildcat strikers should always be disciplined, including jailing a few.	____	____	____	____	____
59.	Management should actively resist the organization of its employees.	____	____	____	____	____
60.	A fair day's pay for a fair day's work is often a management policy but seldom a union policy.	____	____	____	____	____
61.	The primary objective of a union is to raise wages for its members.	____	____	____	____	____
62.	Unions should be allowed to conduct their business on company time.	____	____	____	____	____
63.	The rising cost of living is largely due to unreasonable union demands for higher wages.	____	____	____	____	____

		Strongly Agree	Agree Somewhat	No Opinion	Disagree Somewhat	Strongly Disagree
64.	Giving wages and benefits back to the employer is the best way to hold my present job.	____	____	____	____	____
65.	A union should negotiate for the majority of the employees, even though a number of the employees do not belong to the union.	____	____	____	____	____
66.	Without unions, management would be fair in acting on legitimate grievances.	____	____	____	____	____
67.	All things considered, I would be better off without a union to represent my interests.	____	____	____	____	____
68.	I feel that my employer is fair to employees who are laid-off or terminated.	____	____	____	____	____

List of Other Sources of Information about Organizing Surveys

An Introduction to Survey Research for Labor Organizations, available from the Labor Institute of Public Affairs, 815 - 16th Street, N.W., Washington, D.C., 20006 (202) 637-5334.

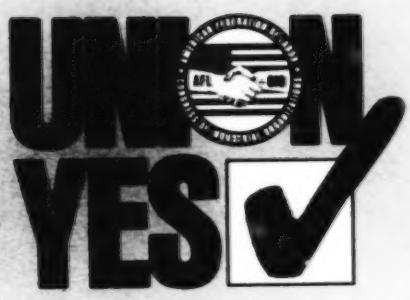
Survey Research: Productive Uses for Labor, also available form the Labor Institute of Public Affairs.

Opinion Polling Workshops, George Meany Center for Labor Studies, 10000 New Hampshire Avenue, Silver Spring, Maryland 20903 (301) 431-6400.

More general information on opinion polling:

Fowler, Floyd, J. Survey Research Methods. Beverly Hills, Calif: Sage Productions, Inc. 1983.

Fink, A. and J. Kosecoff. How to Conduct Surveys. Beverly Hills, Calif: Sage Publications, Inc. 1985.



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